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ABSTRACT

Guidelines are presented on the roles and responsibilities of teacher candidates, cooperating teachers, school administrators, university faculty supervisors, and university coordinators of pre-student teaching clinical experiences. A list is provided of 13 broad goals relevant to all levels of the clinical experience. A general classification system for pre-student teaching experiences is presented with suggested activities applicable to all types of clinical experiences at the indicated level of academic preparation. The first of these levels is the initial or early stage of academic preparation, and at the second level are teacher candidates who have completed initial clinical experiences and are academically involved with general teaching methodology courses. The third level includes teacher candidates who are in the final academic preparation stage prior to student teaching. A list of selected teacher education courses identifies the academic level at which the course should be taken by the student. An annotated bibliography of additional sources of information regarding pre-student teaching clinical experiences is included. (JD)

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ACKNOWLEDGMENTS

This booklet is a direct result of an expressed need of Illinois State University and the surrounding educational community regarding pre-student teaching clinical experiences. Suggestions and comments from members of these groups added to the dimension of the booklet, and appreciation is expressed for those suggestions.

During the review of literature regarding pre-student teaching clinical experiences, an excellent publication was discovered which contained several concepts directly addressing the expressed need. Much appreciation and many thanks are afforded to the Association of Teacher Educators, Indiana Unit, and specifically to Dr. Robert T. Elsmere, Executive Secretary of ATE-I for granting permission to utilize and adapt material from the publication, Pre-Student Teaching Laboratory Experiences, A Commission Report, 1979, in this booklet.

M. S.

August 1981

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I. INTRODUCTION

Clinical experiences have long been recognized as important elements in teacher education. Studies of various teacher education programs emphasize the value of laboratory experiences as making a positive contribution to pre-professional preparation, and the benefits of on-site clinical experiences are many.

Classroom cooperating teachers provide teacher candidates with role models for projections of their future roles. Often views of teacher candidates are greatly expanded as they are exposed to innovative teachers dealing with the widely varying needs of students. Clinical experiences provide the teacher candidate with opportunities for interpreting and applying learned principles and for developing teaching skills. Through feedback gained in pre-student teaching clinical experiences, the teacher candidate may determine early in his/her academic preparation if a career in education is desirable.

The clinical experience site also benefits from the presence of college students engaged in clinical experiences. Simple clerical or housekeeping tasks may be performed by the teacher candidate. Small group work or individual help may be effected with the aid of the teacher candidate. School students at the

site are reminded that their learning tasks are important enough to be observed and studied.

Over the years, Illinois State University has greatly expanded the role of clinical experiences in its teacher education programs. Clinical experiences are now an integral part of every teaching major at Illinois State University beginning at the freshman or sophomore level and culminating in a student teaching or internship experience for undergraduate students. Graduate programs also include clinical experiences.

As of September, 1979, the State of Illinois has mandated that each teacher candidate must complete a minimum of **one hundred (100) clock hours of pre-student teaching clinical experiences.** Because clinical experiences are integral components of each teacher education program at Illinois State University, and because the experiences may begin at the freshman or sophomore level and are developed departmentally, there exists a variety of types of clinical experiences offered and a variety of required academic preparation for each type of clinical experience. Role expectations for both the teacher candidate and the on-site cooperating teacher or supervisor also vary with the type of clinical experience.

II. PURPOSE

Cognizant of the diversity of clinical experiences and role expectations, it is the intent of this booklet to provide cooperating teachers, university faculty members and teacher candidates with information which will clarify their roles and responsibilities in providing and participating in pre-student teaching clinical experiences. Recognizing that each school system has unique needs and problems, it is hoped that the guidelines offered in this booklet will be expanded and adapted to meet various needs and situations. This booklet is not intended to be regarded as an all-encompassing document on the subject of pre-student teaching clinical experiences, as other material regarding specific clinical experiences is distributed by program. It is intended to be a concise, easy-to-follow practical guide. Additional reference material concerning the nature and role of clinical experiences in teacher education is identified at the end of this booklet.

III. ROLES AND RESPONSIBILITIES IN PROVIDING PRE-STUDENT TEACHING CLINICAL EXPERIENCES

The following guidelines are to be regarded as broad statements relating to roles and responsibilities and should not be considered as conditions

influencing the administration/education function of the school.

ROLE OF THE UNIVERSITY STUDENT (TEACHER CANDIDATE)

1) Comes to the clinical experience site with background knowledge of the course specifics directed to be studied and implemented;

2) Arrives on time for the scheduled experiences;

3) Observes professional conduct and courtesies during the clinical experience;

4) Refrains from discussing pupils or teachers or revealing confidential information or situations, although professional discussions may be held during class sessions if pupils, teachers, and/or schools/agencies are not identified; and

5) Whenever possible, after scheduled experience, briefly discusses it with the classroom teacher/supervisor and/or the university supervisor.

ROLE OF THE CLASSROOM TEACHER/SUPERVISOR

1) Gives definite assignments and provides specific activities for the university student based upon the objectives and suggestions furnished;

2) Serves as a facilitator in enabling each participant to experience as many facets of school/agency operation and educational tasks as time and opportunity permit;

3) Supervises and evaluates the student in the school setting;

4) Consults with university supervisors on participant's progress;

5) Discusses pre-professional growth with the student; and

6) Completes appropriate evaluation record.

ROLE OF THE SCHOOL ADMINISTRATOR

1) Serves as a liaison between the school and the university on matters pertaining to the placement and evaluation of pre-student teachers and the selection of willing, qualified classroom supervising teachers;

2) Sees that the guidelines and policies agreed upon are followed;

3) Communicates with school personnel regarding the program, placements, and changes in placements, being certain to place students only with the consent of the teachers involved; and

4) Communicates with university representatives regarding changes in placements and offers specific suggestions of ways to improve the teacher education program through joint planning and implementation.

ROLE OF THE UNIVERSITY FACULTY/SUPERVISOR

1) Defines purposes and objectives of the experiences;

2) Diagnoses strengths and weaknesses of students;

3) If necessary, mediates conflict between the classroom teacher and the university student involving administration as appropriate;

4) Shares information regarding university policies and course expectations with all groups and individuals involved;

5) Supervises and evaluates the student; and

6) Completes appropriate evaluation record.

ROLE OF THE UNIVERSITY COORDINATOR OF PRE-STUDENT TEACHING CLINICAL EXPERIENCES

1) Communicates with all concerned, including faculty, students, and schools;

2) Coordinates pre-student teaching clinical

experiences in all teaching areas and at all levels;

3) Identifies and assigns pre-student teaching experience sites;

4) Develops agreements with participating agencies and

5) Completes and submits the necessary reports relating to placement and verification of the participant's experiences.

IV. OBJECTIVES TO BE ACCOMPLISHED

While teacher candidates will be participating in several types of pre-student teaching clinical experiences and at different levels of academic preparation, it is hoped that the following broad goals will be relevant to all levels of clinical experiences.

1) Become aware of his/her own personal characteristics which maximize effectiveness as a teacher;

2) Accomplish the transition from student to pre-student teacher to student teacher;

3) Effectively employ the psychology of learning through first observing the learning environment and then becoming involved in that situation;

4) Familiarize oneself with a variety of methods by observing and later applying the methods;

5) Become aware of the individual uniqueness in school students, including intellectual ability, cultural, economic, and ethnic background, age levels and physical and emotional maturity and handicaps;

6) Become aware of materials utilized by teachers including teacher-made and commercially produced materials;

7) Become aware of community involvement and its relationship to the school situation;

8) Smooth transition from theoretical to practical application of subject matter;

9) Communicate with and follow the directions of a supervisor;

10) Develop an awareness of personnel functions;

11) Become familiar with various school curricular designs and organizational structures;

12) Become familiar with various methods of classroom management and discipline; and

13) Effectively employ feedback provided by supervisors regarding the experience to improve teaching effectiveness.

V. SUGGESTED ACTIVITIES FOR VARIOUS LEVELS OF PRE-STUDENT TEACHING CLINICAL EXPERIENCES

There are over thirty (30) approved teaching programs at Illinois State University. Pre-student teaching clinical experiences have been developed by faculty of each program to best meet the needs of that program. These experiences are designed to be gradual and sequential and usually begin during the freshman or sophomore year of study. A majority of the early pre-student teaching clinical experiences are completed in our university laboratory schools and through the use of microteaching and simulations on campus. However, some early and most advanced pre-student teaching clinical experiences are completed in off-campus schools and agencies.

Because of the diversity in the types and levels of clinial experiences, to include a separate description for each experience would be voluminous. Therefore, a general classification system for pre-student teaching clinical experiences follows, with suggested activities applicable to all types of clinical experiences at the indicated level of academic preparation. (A listing of selected course experiences with suggested levels may be found on pp. 11-13.)

LEVEL ONE--PRE-STUDENT TEACHING CLINICAL EXPERIENCES

These teacher candidates are generally in the initial or early stage of academic preparation and have not had previous clinical experiences. Some suggested activities include:

1. **Understanding School Students**

   Observes children for specific purposes, noting individual differences, stages of physical, intellectual, and emotional growth and development.

   Observes, for specific purposes, students of diverse cultural and socioeconomic backgrounds, divergent age and grade levels, as well as those with physical, mental, and emotional handicaps.

   Identifies characteristics of students at various age levels and at different developmental levels.

2. **Becoming Familiar with Facilities**

   Locates and visits office, library, cafeteria, and teachers' lounge.

Checks classroom facilities, both permanent and flexible.

3. **Becoming Aware of Resources**

Becomes acquainted with instructional materials in the classroom.

Notes instructional materials available in library, media, or resource center.

Locates and operates audio-visual equipment.

4. **Observing and Participating in Activities Related to Classroom Instruction, Organization, and Management**

Observes teacher for specific purposes as determined by course objectives.

Discusses observations with the classroom teacher.

Arranges displays or bulletin boards.

Begins a file of teaching materials and/or ideas.

Grades assignments.

Gives assistance to individual students.

Prepares material for duplication and, if feasible, operates duplicating equipment.

5. **Gaining Cognizance of Procedures**

Assists with non-instructional tasks such as taking attendance, recording grades, and collecting fees.

Becomes familiar with record keeping, including plan books and cumulative records.

Becomes acquainted with office procedures as they relate to the teacher, including requisitions.

Becomes aware of procedures for scheduling formal and informal grouping of students within the classroom and within the school for instructional purposes.

6. **Becoming Aware of Extra-Curricular Activities**

Attends meeting of student council, newspaper staff, yearbook staff, student club, or convocation.

Attends an after-school student activity, such as a play, concert, or athletic event.

Attends a school-related function, such as a PTA meeting, a teachers' meeting, or a school board meeting.

7. **Developing Personal-Professional Growth**

Becomes familiar with professional organizations and periodicals.

Develops an ethical sense of confidence concerning school and school happenings.

Attends teacher workshops or institutes.

LEVEL TWO--PRE-STUDENT TEACHING CLINICAL EXPERIENCES

These teacher candidates have completed initial clinical experiences (Level I) and are academically involved with general teaching methodology courses.

Some suggested activities include:

1. **Understanding School Students**

Observes the disciplining of students within the classroom setting.

Helps supervise playground, cafeteria, corridors, and study hall.

2. **Becoming Familiar with Facilities**

Expands upon Level One activities.

3. **Becoming Aware of Resources**

Selects and uses appropriate audio-visual learning materials and equipment.

Prepares visual aids, such as transparencies and charts.

Becomes familiar with achievement and aptitude testing programs.

Observes work of and confers with guidance counselor.

Learns about referral services and procedures.

Interviews custodian, secretary, school nurse, reading specialist, school psychologist, social worker, or other personnel.

4. **Participating in Activities Related to Classroom Instruction, Organization, and Management**

Writes a lesson plan after observing a lesson.

Observes several teachers to learn various approaches to the same subject area.

Tutors individual students.

Gives assistance to a student who has been absent.

Works with a small group of students.

Leads discussion groups.

Assists classroom teacher on a field trip.

Directs games which teach or review skills.

Prepares and teaches a simple lesson or a portion of a lesson.

Observes the role of motivation in the teaching/learning process and observes and notes how the teacher provides for it.

Applies techniques of gaining attention of students and of opening and dismissing classes in a systematic and effective manner.

Develops and uses acceptable writing skills on the chalkboard and overhead projector.

5. **Gaining Cognizance of Procedures**

Performs non-instructional tasks.

Observes loading and unloading of cars and buses.

Learns about procedures for referring students for special services.

6. **Becoming Aware of Extra-Curricular Activities**

Expands upon Level One activities.

7. **Developing Personal-Professional Growth**

Confers with classroom teacher and building principal on professional ethics and behavior.

Continues to develop and ask questions concerning instructional and procedural practices.

Develops an ethical sense of confidence concerning teacher/student interactions.

LEVEL THREE--PRE-STUDENT TEACHING CLINICAL EXPERIENCES

These teacher candidates are in the final academic preparation stage prior to student teaching. They have completed initial clinical experiences (Level I) and general teaching methodology courses (Level II). They are usually academically involved with the methodology of teaching specific subject

matter and/or grade levels. Some suggested activities include:

1. **Understanding School Students**

   Observes at various grade levels and in several subject areas, including physical education, music, and art.

   Provides for individual differences.

   Utilizes activities which enhance positive student self-concept.

   Indicates awareness of relationship between interest, effort, and achievement.

2. **Becoming Familiar with Facilities**

   Expands upon Level One and Level Two activities.

3. **Becoming Aware of Resources**

   Designs materials for independent use.

   Utilizes relevant community and human resources.

   Expands upon Level One and Level Two Activities.

4. **Participating in Activities Related to Classroom Instruction, Organization, and Management**

   Designs, constructs, and uses instructional materials.

   Prepares and executes lesson plans which incorporate behavioral objectives.

   Leads discussion groups and uses various grouping techniques.

   Carries out successful remediation.

   Supervises the entire class.

Constructs a test or quiz, administers and grades it, returns and discusses it with students.

Demonstrates the ·bility to achieve various levels of thinking with students.

Encourages the use of a variety of questions, including interpretative and analytical as well as factual.

Gives evidence of using appropriate evaluative devices.

Prepares notes and compiles information to use in a parent-teacher conference.

Helps develop a unit plan.

5. **Gaining Cognizance of Procedures**

Becomes knowledgeable concerning established procedures for dealing with emergency and crisis situations.

Studies school's statement of philosophy and observes the means used for implementing policies and procedures, including due process.

6. **Becoming Aware of Extra-Curricular Activities**

Expands upon Level One and Level Two activities.

7. **Developing Personal-Professional Growth**

Becomes aware of the development of ethical and aesthetic values in self and others.

Indicates an awareness of the relationship of theory clarificati and analysis affecting practice.

Prepares notes and information to use in a professional conference and/or as support for a professional decision.

Becomes familiar with state statutes concerning liability, due process, privacy rights, and immunization requirements.

Refrains from making inappropriate comments or repeating any kind of gossip.

Compares and contrasts the organizational structure in a variety of classrooms in different buildings.

Compares and contrasts the organizational structure within various schools and school districts.

Experiences should not be limited to these suggested activities. Attempts to achieve the greatest possible diversity in the kinds of experiences and in their duration should be of utmost concern in the education of teacher candidates. The candidates are not expected to engage in every activity. However, they are expected to engage in a wide range of these activities, as frequently as feasible.

VI. LEVEL IDENTIFICATION OF SELECTED TEACHER EDUCATION PROGRAMS WITH LISTING OF COURSES MOST COMMONLY REQUIRING PLACEMENTS IN OFF-CAMPUS SITES

EARLY CHILDHOOD EDUCATION

Curriculum and Instruction 261 -- Level Two (2)

Curriculum and Instruction 262 -- Level Three (3)

Curriculum and Instruction 300 -- Level One (1)

Curriculum and Instruction 301 -- Level Two (2)

ELEMENTARY EDUCATION

Curriculum and Instruction 250, CORE I
Level One-Two (1-2)

Curriculum and Instruction 252, CORE III
Level Three (3)

JUNIOR HIGH SCHOOL EDUCATION

Curriculum and Instruction 233 -- Level One (1)

Curriculum and Instruction 390 -- Level Three (3)

SECONDARY EDUCATION

Curriculum and Instruction 200.03 or 215, Professional Sequence
Culminating Field Experience -- Level Three (3)

SPECIALIZED EDUCATIONAL DEVELOPMENT

MENTALLY RETARDED -- TRAINABLE SEQUENCE

Specialized Educational Development 245
Level Two (2)

Specialized Educational Development 345
Level Three (3)

MENTALLY RETARDED -- EDUCABLE SEQUENCE

Specialized Educational Development 346
Level Three (3)

LEARNING DISABILITIES/BEHAVIORALLY DISORDERED SEQUENCE

Specialized Educational Development 322
Level Three (3)

READING SEQUENCE

Specialized Educational Development 301
Level Two (2)

Specialized Educational Development 305
Level Two (2)

Specialized Educational Development 306
Level Three (3)

Specialized Educational Development 308
Level Three (3)

SECONDARY METHODS COURSES (Specific Subject Matter Specialization)

The following departments most commonly require off-campus placement sites:

Agriculture; Art; Business Education and Administration Services; Biology; Chemistry; English; Geography; Home Economics; Health Science; Physical Education, Recreation, and Dance; Industrial Education; Math; Music; and Theatre.

The majority of the methods courses for these departments are considered LEVEL THREE (3). Course enrollments are usually limited and placement arrangements are made on an individual basis.

Not all of the courses which may require off-campus involvement are listed. Some courses require off-campus involvement on an irregular and/or infrequent basis. The courses listed do represent the great majority of off-campus placement requirements.

Should you have any questions regarding pre-student teaching clinical experiences, you may contact the Coordinator of Pre-Student Teaching Clinical Experiences, DeGarmo Hall, Illinois State University, Normal, Illinois 61761. The telephone number is area code 309/436-5415, (after December, 1982, the number will be 309/438-5416).

BIBLIOGRAPHICAL INFORMATION AND ADDITIONAL SOURCES OF INFORMATION REGARDING PRE-STUDENT TEACHING CLINICAL EXPERIENCES

Association of Teacher Educators. Guidelines to Clinical Experiences in Teacher Education. Position Paper 3. By Melvin C. Buller, Executive Secretary. Washington, D.C.: Association of Teacher Educators, 1970.

The official position paper adopted by the Association of Teacher Educators. Included are definitions, structures, evaluation components, and media usage possibilities for use in clinical experiences.

Association of Teacher Educators, Indiana Unit. Pre-Student Teaching Laboratory Experiences, A Commission Report. By Robert T. Elsmere, ATE-I Executive Secretary. Muncie, Indiana: Indiana Unit of the Association of Teacher Educators, 1979.

An excellent and comprehensive monograph representing current thinking on the subject of pre-student teaching clinical experiences. Included are goals and objectives, roles and responsibilities, and sample forms.

Association of Teacher Educators, Indiana Unit. Strategies for Field Experiences in Indiana. Muncie, Indiana: Indiana State Teachers Association, 1978.

Goals of clinical experiences are defined, anticipated barriers to these goals are discussed, roles and responsibilities, logistical arrangements and legal considerations are presented in an easy-to-follow booklet.

Bush, Robert N., and McKnight, Philip C., ed. Microteaching: A Selected Bibliography. Bibliographies on Educational Topics No. 8. Washington, D.C.: ERIC Clearinghouse on Teacher Education.

Research on microteaching versus other types of teacher training, microteaching as basic strategy in education research and development, and exemplary programs and instructional materials are some of the topics covered in this annotated bibliography of more than 130 references from the ERIC data base.

Elliott, Peggy G., ed. Field Experiences in Preservice Teacher Education. Bibliographies on Educational Topics No. 9. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1978.

This 132-item annotated bibliography, focusing on field experience programs and strategies, is preceded by an introduction that offers definitions, background, and historical information, and a review of existing research and literature.

Elliott, Peggy G., and Mays, Robert E., Early Field Experiences in Teacher Education. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1979.

This concise monograph discusses the need for early field experiences and presents a structure for setting up the experiences with program models. Roles and responsibilities and problems along the way are also discussed. A 29-item bibliography is included.